ATAM Academy

Pupil Premium Strategy & Self Evaluation

2020- 2021

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families and their peers. The Government believes that the pupil premium is the best way to address the current inequalities between pupils eligible for free school meals (FSM) and their peers. ATAM Academy receives funding for pupils eligible for FSM, or who have been eligible at any time over the last six years (known as 'Ever 6 FSM'), pupils whose parents are serving in the armed forces or pupils who are in care, adopted from care or 'looked after'.

A Tiered Approach

In line with the EEF Guide to the Pupil Premium, ATAM Academy adopts a tiered approach to target Pupil Premium funding strategically and effectively, with the aim of overcoming barriers to progress and improving the attainment of disadvantaged pupils by using the interventions outlined in this strategy document. The Pupil Premium Lead will communicate regularly with the individual student and their parent/guardian, to review the pupils' progress, highlighting any/all areas of need and plan how each child's Pupil Premium allocation can be used most effectively to enable the student to maximize their potential.

School overview

Detail	Data
School name	ATAM Academy
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	9.95% (61)
Academic year/years that our current pupil premium strategy plan covers	2020-2021
Date this statement was published	Autumn 2020 (reviewed spring 2021)
Date on which it will be reviewed	September 2021
Statement authorised by	D Martin
Pupil premium lead	D Martin
Governor / Trustee lead	M Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,120.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,120.83

Part A: Pupil premium strategy plan

Statement of intent

At ATAM Academy we are inclusive of the diverse families and children that form our school community. Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning to provide equal opportunity for academic success for all children, ensuring they meet age related expectations at every Key Stage in our school.

We believe that no child should be left behind socially, or academically because of disadvantages within their home life. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Through our broad and balanced curriculum, we ensure all children receive equal opportunities to learn new skills, gain life experiences and academic success.

Our Pupil Premium Plan aims to address the main barriers our children face in achieving progress and attainment through the use of rigorous tracking, careful planning and targeted support and intervention. We will provide all *children with the best possible education so they can achieve success in life.*

*This strategy was reviewed following the change of leadership at Atam Academy in January 2021.

Barriers to Achievement

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and persistent absentees for PP pupils
2	Lower than average prior attainment in Literacy
3	Lower than average prior attainment in numeracy
4	Vulnerable home circumstances: Young carers / single parents / CLA
5	No. of PP who are also SEND has the potential to create a further barrier to achievement
5	Lack of resources and technology at home to support with home learning
6	Minimal life experiences to relate to

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Reading, Writing and Maths outcomes	Children achieve outcomes in line or above national average by the end of KS2 NGRT reading assessments demonstrate termly progress in KS3
Improved Phonics Outcomes	At least 90% of children pass the Phonics screening at the end of Year 1
Improve Attendance & Punctuality	Attendance of disadvantaged children is at 96% or above.
Outcomes for SEND learners improves	SEND learners make at least expected progress from their starting points.
Improved engagement in learning and raising aspirations of PP learners	Pupils complete more home learning and make progress with reading records, Timetables Rock Stars and Century Learning

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment, retention and professional development of English and Mathematics departments	Restructuring of middle leadership and the appointment of curriculum leaders with TLRs for English, Mathematics and Science. EEF tired approach to supporting staff to continuously improve their practice and therefore their teaching and training of others.	2,3,5
Quality CPD for all staff. Continuous support and training for teachers throughout the year.	EEF tiered approach to PP spending. Raising awareness of disadvantaged pupils and how best to support them. Raising standards across the school and addressing staff areas of development with focused support.	2,3,5
Full integration of class charts to provide teachers with accurate information about pupils' background and prior data.	EEF tired approach to raising awareness of PP students and the challenges they face. This will enable teachers to adopt strategies that ensure they engage with, mark work and provide feedback to disadvantaged learners as a priority. EEF toolkit suggests rigorous data analysis and purposeful feedback lead to accelerated progress.	1,2,3,4,5
Appointment of quality LSAs to further ensure that PP pupils can be taught in smaller groups with specific PP needs being met.	The appointment and development of permanent LSAs. LSAs trained to lead with literacy, EAL and SEND interventions. This will support with more	5
Training of TAs in the delivery of Read Write Inc. Phonics	The EEF toolkit states that phonics approaches have a moderate impact (+4 months) for a very low cost.	2

Engagement of school improvement partners to support leaders in ensuring the curriculum and teaching meets the needs of the most disadvantaged learners	Review and development of KS1-3 curriculum to ensure learning is sequenced and progressive. Curriculum planning and designed to embed and accelerate learning. Explicit teaching of tier 3 vocabulary.	2,3,5,7
Appointment of strategic SENDCO to support and develop the inclusion team	Creating leadership capacity and developing identification and systems to support PP students	5
Implementation of KS3 title pages and knowledge organisers	Pupils are able to master core knowledge for every subject through rigorous and regular testing on core knowledge. This will then lead to excellent outcomes and long term retention of knowledge.	2.3.5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy development strategies through Nessy, Learning village and IDL. This will target the development of literacy skill in all learners but in particular SEND, EAL and disadvantaged children.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	2,3,5
Use of online learning packages to improve access to and engagement with curriculum. E.g. Widget, Symphony Maths, times tables rock stars, and Letter Join	These learning packages make the curriculum more accessible for all learners. They provide children and teachers with visible feedback on progress.	2,3,5

Century Learning	Century learning is an AI learning platform used to diagnose gaps in learning and reteach weaker topics. Pupils are able to manage their own learning with oversight from class teachers. To be implemented post lockdown	2,3,5,6
GL Assessment	GL assessment used to accurately identify gaps in children's learning. This enables teachers to adapt their teaching and implement intervention as required. GL Reading, spelling core subject and learning needs assessment	2,3,5
Rapid improvement plan to Improve reading ages following lock down Guided reading programme run by TA's and class teachers.	TAs and class teachers conduct remote guided reading via Google meet reading groups. Following lock down focus shift to developing reading in those children who are most disadvantaged and who's reading suffered because of lock down. EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	2
MyOn	Myon provides an online library of texts to support and develop all subjects in primary and secondary. Providing access to literature that may not be available to disadvantaged children.	2
Ring fencing of technology for students during lockdown	Ensuring technology is available for children during and after lockdown providing them with access to remote learning and supplementary learning platforms	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The introduction of ELSA to support the emotional development and well being of children	Targeting social and emotional learning has been found to be effective across all key stages	1
Develop attendance tracking systems and procedures Use of Class charts attendance analysis tool to implement early attendance intervention	If pupils are in school they will learn. If they are not in school they will miss essential learning which will hinder progress.	1
Subsidising trips when current restrictions allow	By subsidising trips and visits it will allow more children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically.	7

Total budgeted cost: £ 73,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In January 2021 the school underwent a full change of leadership. As a result of this the data and strategic rationale relating to the plan for 2019-20 are no longer available. The new leadership undertook a review of PP strategy between January and March 2021. immediate measures were taken to identify and assess all pupils academic attainment

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Maths Circle
Rising Stars	Hodder
Read Write Inc	Ruth Miskin
Century Learning	Century Tech
Kapow	Kapow Primary
Myon	Renaissance
Bug Club	Pearsons

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA